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ABSTRACT

The curriculum for elementary or junior high educable mentally handicapped students is sequentially developed to include skills necessary for vocational competence and independent living. Sequenced objectives are presented for eight major curriculum areas: (1) reading/language arts (receptive and expressive language, phonemic analysis, comprehension, study skills); (2) math (vocabulary, numeration, money, fractions, measurements); (3) fine motor (cutting, pre-handwriting, penmanship); (4) gross motor (standing, push-pull, ball handling, tumbling, rhythm, laterality); (5) self-help (eating and cooking skills, grooming, household chores); (6) social/emotional development (regarding the self, regarding the group); (7) prevocational skills (occupational awareness, attitude development); and (8) science, social studies, health (American history, career education, food groups/nutrition, safety, sex education). (CL)

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EDUCATIONAL GUIDE FOR THE EDUCABLE MENTALLY HANDICAPPED

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This project for curriculum development was developed in conjunction with Northwest Suburban Special Education Organization, Wheeling Community Consolidated School District 21, Prospect Heights School District 23, Arlington Heights Public Schools District 25, River Trails District 26, Mount Prospect School District 57, and Community Consolidated School District 59.

Acknowledgement is made to those members of the curriculum study committee who have developed this guide for use within the Educable Mentally Handicapped classes.

INTRODUCTION

This curriculum for Educable Mentally Handicapped students has been sequentially developed to include skills necessary for vocational competence and independent living. This curriculum was specifically designed for students with a solid base for the more specific vocational and independent living skills that the students will develop when they reach the high school program.

The purpose of this curriculum is to aide teachers and administrators in providing responsible and effective educational programming and services for the EMH student, EMH students being defined as children with an intellectual functioning level between 55-70 on a standardized test of intelligence, and adaptive behavior also within the EMH range. These children are in classes within a regular elementary or Junior High building, and may be in a self-contained class, resource room or selectively mainstreamed within the school they attend.

When using this guide it is important to keep in mind the curriculum should be used to provide a systematic framework for teaching. The curriculum has not been subdivided into specific skills for Primary, Intermediate or Junior High levels. Rather it is hoped that each teacher will informally assess the educational needs of his/her students and help them move through the skills at a rate appropriate for each student. Students often function at varying levels within different areas of the curriculum.

It should be noted that although this guide focuses on the development of academic skills, the teaching and support staff should give considerable attention to the child's emotional and affective development within the classroom setting. Because of the nature of these student's learning styles and emotional conflicts, mastery of any particular skill may fluctuate from week to week, semester to semester. Therefore, repetition and continued re-exposure to the same materials through the course of the school year is essential.

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READING/LANGUAGE ARTS

A fundamental premise of teaching Reading and Language Arts is to help children become competent in communicating in their everyday lives, and to become successful readers so that they will enjoy reading as a leisure time activity and as a means of gaining information.

It is critical that we are aware of the sequence of reading and language skills. We must help the children move through the sequence at their own pace and use methods suitable for each child's own learning style. The children must develop abilities that allow them to comprehend oral and written language so that what they hear and read makes sense to them.

It is recommended that a variety of reading approaches be utilized, especially in the early years, including language experience, basal series, sight word and phonics. It will become evident which method works best for each child.

READING/LANGUAGE ARTS

I. RECEPTIVE LANGUAGE

1. Points to familiar objects.
2. Points to an object or picture of an object when named.
3. Responds to facial expressions and gestures.
4. Responds to ones' full name.
5. Localizes voices and other sounds in an environment.
6. Follows simple commands (sit down, give it to me, etc.)
7. Enjoys listening to stories, poetry, and music.
8. Attends to short simple stories during storytime.
9. Points to pictures of familiar sounds heard on a tape or record.
10. Matches objects that go together such as fire hat and fire truck.
11. Demonstrates appropriate receptive vocabulary for age level.
12. Responds appropriately to meaningful sounds in the environment such as a fire drill or bell for passing.
13. Listens attentively to other children during "show and tell".
14. Associates the main character in a nursery rhyme with an important object mentioned in the rhyme.
15. Recognizes own voice from tape.
16. Reproduces rhythm pattern.
17. Follows simple concise verbal commands.
18. Follows commands sequentially.
    a. 1 command
    b. 2 commands
    c. 3 commands
    d. 4 commands
    e. 5 commands
19. Listens purposely, attentively and critically to classroom discussions.
20. Follows demonstrations of actions such as Simon Says.
21. Pantomimes actions in front of others (nursery rhymes, use of objects, actions seen in a picture).
22. Demonstrates courteous listening such as looking at speaker or sitting up straight.
23. Follows instructions from a variety of people.
24. Listens with active interest for increasingly longer periods of time.
25. Follows auditory directions to new games.
26. Follows a verbally described work plan.
27. Begins to comprehend present, past and future.

II. EXPRESSIVE LANGUAGE

1. Points, gestures and verbalizes wants and needs.
2. Point to and name common pictures.
3. Use three-word phrases.
4. Use subject-predicate phrases.
5. Verbalizes toilet needs.
6. Responds appropriately with "yes" or "no".
7. Asks for rather than points to things.
8. Calls people by name (including classmates, friends, teachers).
9. Expresses simple personal needs appropriately.
10. Enunciates clearly enough to be understood by familiar people.
11. Identifies most pictured actions.
12. Makes verbal greetings.
13. Says "thank you" and "please" appropriately and without being reminded.
14. Make an oral presentation (show and tell).
15. Answer simple questions (What is this?).
16. Imitates dramatic sounds.
17. Uses three word sentences.
18. Refers to self by pronoun.
19. Explains pictures drawn by self.
20. Speaks in complete sentences rather than isolated words.
21. Asks simple questions.
22. Says "excuse me" when disturbing or interrupting.
23. Uses pronouns to refer to others.
24. Recalls and pantomimes previously presented simple nursery rhymes and action finger plays.
25. Makes simple introductions.
26. Acknowledges compliments or thanks.
27. Uses sentences with an average length of four words,
    five words,
    six words,
    seven or more words.
28. Uses possessive nouns (Pam's shoe).
29. Uses negatives other than "no".
30. Uses plural when referring to more than one.

II. EXPRESSIVE LANGUAGE (continued)

31. Verbalizes:
    a. first name
    b. full name
    c. age
    d. sex
    e. names of siblings
32. Waits his turn to speak.
33. Speaks loudly enough without shouting.
34. Looks at audience while speaking.
35. Uses present progressive (ing) form of verbs.
36. Uses articles "a" and "the" in conversational speech.
37. Uses "is" and "are" in conversational speech.
38. Uses past tense of regular verbs.
39. Uses simple descriptive words correctly.
40. Aware of common sounds in the environment and is able to use descriptive words in discussing these sounds.
41. Uses interrogative questions in conversational speech:
    a. who
    b. what
    c. where
    d. which
    e. when
42. Uses past tense for irregular verbs.
43. Uses plurals other than by adding "s" (e.g., feet - not foots).
44. Responds appropriately when asked a question involving two or more choices.
45. Verbalizes:
    a. town he/she lives in
    b. address
    c. birthday
    d. phone number
    e. parents' names
    f. complete address
46. Expresses more complicated personal needs.
47. Enunciates clearly enough to be understood by anyone.
48. Develops intonation and expression in his/her speech.
49. Answers the phone and summons the person requested.
50. Carries on conversation on telephone.
51. Answer the phone, take a simple message, and deliver the message to the right person.
52. Deliver a two-part oral message.
53. Responds appropriately to funny stories.

II. EXPRESSIVE LANGUAGE (continued)

54. Ask definition of words which he/she does not understand.

55. Defines simple words.

56. Answers simple questions relating to cause and effect, such as what happens to ice in a warm place.

57. Name types of weather including:
    a. rainy
    b. sunny
    c. hot
    d. cold
    e. windy
    f. cloudy

58. Explains functions of community helpers.

59. When asked a question about what to do in a given situation, responds orally with an appropriate response.

60. Verbally indicates knowledge of where to go in their community for certain services.

61. Gives simple directions.

62. Constructs more interesting and complex sentences.

63. Participates in conversation without monopolizing it.

64. Tells experiences with some understanding of sequence and closure.

65. Dramatize stories and poems (puppets, role playing, etc.).

66. Dictate a story to a teacher (constructing from experiences and imagination).

67. Construct a spontaneous story about a stimulus picture.

68. Construct a story for which the beginning is supplied.

69. Plans and tells an original story.

70. Evaluate and describe a given situation.

71. Give short informational speeches.

72. States ideas clearly in discussions.

73. Expresses opinions.

III. READING READINESS

A. Book Skills

1. Awareness and appreciation of selected nursery rhymes and children's stories.

2. Listen to an adult read stories for enjoyment and information.

3. Look selectively at pictures in a book.

4. Show initiative in selecting picture books.

5. Describe actions shown by pictures in books.

III. READING READINESS (continued)

6. Show an interest in sounds and repetitions in "read-to-me" books.
7. Request repetition of a story which has been read several times.
8. Turn the books right-side-up for reading.
9. Turn pages individually.
10. Care for books properly.
11. Attempt to read by looking at pictures.
12. Follow along in a book as the words are read.
13. Take part in reading by inserting words and phrases as stories are read.
14. Attempt to read familiar books from memory.
15. Show an interest in stories of humor, fantasy, growth, and in "why books".
16. Gain information from books about real things and be able to answer simple questions.
17. Attends to stories for increasing lengths of time.
18. Demonstrate an interest in books, being read to, and learning to read.
19. Show interest in words and symbols.

B. Visual Skills

1. Match shapes.
   a. circle
   b. square
   c. triangle
   d. rectangle
   e. diamond
   f. dot
   g. line
   h. an X
   i. arrow
   j. oval
   k. star

2. Point to shapes.
   a. circle
   b. square
   c. triangle
   d. rectangle
   e. diamond
   f. dot
   g. line
   h. an X
   i. arrow
   j. oval
   k. star

3. Name shapes.
   a. circle
   b. square
   c. triangle
   d. rectangle
   e. diamond
   f. dot
   g. line
   h. an X
   i. arrow
   j. oval
   k. star

B. Visual Skills (continued)

5. Point to colors (red, yellow, blue, green, orange, purple, black, white, brown, gray, pink).
6. Name colors (red, yellow, blue, green, orange, purple, black, white, brown, gray, pink).
7. Locate pictures on a page.
8. Discriminate between real and make-believe pictures.
9. Discriminate figure from ground and outlines the shape on a figure-ground exercise.
10. Locates hidden pictures.
11. Understands concepts of same and different.
12. Name the ones that are the same for sets of:
    a. colors
    b. shapes
    c. sizes
    d. objects
    e. pictures
13. Name the one that is different for sets of:
    a. colors
    b. shapes
    c. sizes
    d. objects
    e. pictures
14. Extends understanding of same and different to:
    a. designs
    b. upper case letters
    c. lower case letters
    d. words
15. Sort by color, shape, size and categories.
16. Awareness of sequences in shape patterns.
17. Copies a simple pattern.
18. Strings beads following patterns on a card.
19. Copies simple peg board patterns, first from another peg board and then from patterns drawn on cards; advances to more complicated patterns.
20. Continues a given visual pattern.
21. Copies visual patterns using a variety of materials (geoboards, parquetry, etc.).
22. See whole from part, parts from whole.
23. Recognizes missing parts of objects.
24. Adds missing part to familiar pictures.
25. Remember and name the object that is removed from a set.

B. Visual Skills (continued)

26. Develops left-to-right eye progression.
27. Track from left to right.
28. Strengthen left-to-right and top-to-bottom progression.
29. Follows an arrow.
30. Identifies right and left sides.
31. Locates and follows a path in a simple maze.

C. Letter Identification

1. Match lower case letters by pointing to the one that is the same for each letter.
2. Point to each lower case letter as it is named by the teacher.
3. Name each lower case letter as it is presented visually.
4. Match upper case letters by pointing to the one that is the same for each letter.
5. Point to each upper case letter as it is named by the teacher.
6. Name each upper case letter as it is presented visually.
7. Identify letters as being capital or lower case.
8. Match lower case with upper case letters.
9. Recite or sing the letters of the alphabet.
10. To recognize the small letters of the alphabet and arrange them in alphabetical order.
11. To recognize the capital letters of the alphabet and arrange them in alphabetical order.

D. Auditory Skills

1. Discriminate between same and different sounds.
2. Identify common sounds.
3. Discriminate between soft and loud sounds.
4. Discriminate between same and different words.
5. Identify sequences of sounds.
6. Discriminate first and last sounds in sequence.
7. Discriminate between same and different word sequences.
8. Hear differences in the length of words.
9. Identify the number of sounds in a spoken word.
10. Demonstrate auditory memory by repeating sentences:
    a. 2-4 syllables
    b. 5-7 syllables
    c. 8-10 syllables
    d. 11-12 syllables

D. Auditory Skills (continued)

11. Demonstrate the auditory memory by repeating numbers:
    a. 2 digits
    b. 3 digits
    c. 4 digits
    d. 5 digits
12. Attempt to join in on nursery rhymes and songs.
13. Recites poems, nursery rhymes and songs from memory.
14. Reproduces simple rhythm pattern made by teacher.
15. Repeats a series of oral directions.
16. Awareness of rhyming words when presented auditorily.
17. Identifying objects or pictures of objects that have rhyming names.
18. Recognize words that rhyme after hearing the words.
19. Provide rhyming words to model. (i.e., man, pan, fan)
20. Recognize words that rhyme visually.

E. Conceptual Development

1. Identify location, descriptive, and temporal terminology. (See Math Vocabulary section for a complete listing of terms)
2. Construct logical categories for given objects and name the category.
3. Name a picture that does not belong in a given category.
4. Tell why a picture doesn't belong in a given category.
5. Name association of objects. (hat goes with head)
6. Describe the uses for objects.
7. Identify object when told its use (What cuts? - A knife).

F. Beginning Word Recognition

1. Recognize common symbols. (McDonald's, Stop etc.)
2. Identify own name when presented visually in a group of names.
3. Name all letters in own name when it is presented visually.
4. Spells own name orally without visual clue.
5. Recognizes own printed address.
6. Recognizes own printed phone number.
7. Use visual discrimination to tell if two words are alike or different.
8. Matches first word with subsequent words on word lists.

F. Beginning Word Recognition (continued)

9. Recognize words from experience charts, bulletin boards, the calendar, and labels around the room.
10. Read the eleven color words.
11. Read the number words one to ten.
12. Identify the number of letters in a printed word.
13. Matches word with word configuration.
14. Identify the number of words in a printed sentence.
15. Reads some words by sight.
16. Match pictures with corresponding words, phrases or sentences.

IV. PHONEMIC ANALYSIS

1. Become aware that written words are made up of letters and the letters stand for sounds.
2. Discriminate between same and different letter sounds.
3. Understands the general concept of sound/symbol relationships.
4. Give the correct sound for each consonant as it is presented visually and auditorily.
5. Discriminate between same and different beginning consonant sounds in words, auditorily.
6. To recognize and name the initial consonant sound in a word represented by a picture.
7. Name the consonant a word begins with after hearing the word pronounced.
8. Name words beginning with a particular consonant sound.
9. Discriminate between same and different final consonant sounds in words, auditorily.
10. To recognize and name the final consonant sound in a word represented by a picture.
11. Name the consonant a word ends with after hearing the word pronounced.
12. Identify letters as either being a consonant or a vowel.
13. Name the five vowels.
14. Produce the short sound of each vowel after seeing the letter.
15. Discriminate between same and different short vowel sounds in words, auditorily.
16. Recognize and name the short vowel in a word represented by a picture.

Phonemic Analysis (continued)

17. Name the short vowel a word contains after hearing the word pronounced.
18. Name words containing a designated short vowel.
19. Decode and pronounce nonsense words and words containing short vowels.
20. Recognize that words with the CVC pattern will have a short vowel sound.
21. Write the missing short vowel into a CVC word.
22. Construct words by adding initial consonant letters to graphemic bases. (__an, __at, etc.)
23. Produce the long sound of each vowel after seeing the letter.
24. Discriminate between same and different long vowel sounds in words auditorily.
25. Recognize and name the long vowel in a word represented by a picture.
26. Name the long vowel a word contains after hearing the word pronounced.
27. Name words containing a designated long vowel.
28. Decode and pronounce nonsense words or words containing long vowels.
29. Recognize words that have a CVCe or CVVC pattern will have a long vowel sound.
30. Write the missing vowels into a CVCe or CVVC word.
31. Construct words by adding initial consonant letters to graphemic bases. (__ake, __eet, etc.)
32. Name the consonant diagraphs. (sh,th,th,ch,wh)
33. Give the correct sound for each consonant diagraph as it is presented visually and auditorily. (sh,th,th,wh,ch)
34. Recognize and name the consonant diagraph in a spoken word.
35. Name words containing a given consonant diagraph.
36. Decode words containing consonant diagraphs.
37. Recognize and name common two and three letter consonant blends. (st, pl, tr, etc.) (str, thr, etc.)
38. Give the correct sound for consonant blends.
39. Recognize and name consonant blends in spoken words.
40. Name words containing a given consonant blend.
41. Decode words containing consonant blends.

Phonemic Analysis (continued)

42. Becme proficient in recognizing and decoding words containing silent vowels.
43. Understand the function of "y" as a consonant and vowel.
44. Uses word patterns (CVC, CVVC, CV, CVCe, CVCC) to determine vowel sound.
45. Become proficient in recognizing and decoding words containing silent consonants. (wrap, half, climb, etc.)
46. Develop the ability to decode words with variant consonant sounds (gh="f", hard and soft g and c, and ph="f").
47. Become proficient in recognizing and decoding words containing r-controlled vowels. (her, bird, car, etc.)
48. Become proficient in recognizing and decoding words containing variant vowels.
    a. saw/haul
    b. foot/food
    c. boil/boy
    d. flew/blue
    e. out/how
49. Become proficient in recognizing and decoding words containing schwa sounds. (little, nation, etc.)
50. Substitutes consonants and vowels to form new words.
51. Blends sounds using phonic analysis to form syllables and words.
52. Determines vowel sounds and decodes multisyllabic words.

V. STRUCTURAL ANALYSIS

1. Identify the reason for using the plural endings. (__s, __es, __ies)
2. Recognize the changes in words by adding plural endings. (__s, __es, __ies)
3. Read plural words.
4. Name the plural of a given word.
5. Identify the reason for using verb endings. (__ed, __ied, __ing)
6. Recognize the changes in words by adding verb endings. (__ed, __ied, __ing)
7. Read words with verb endings.
8. Give the present progressive and past form of a word by adding the correct verb ending.

Structural Analysis (continued)

9. Identify the reason for using the comparative endings. (__er, __est, __ier, __iest)
10. Recognize the changes in words by adding comparative endings. (__er, __est, __ier, __iest)
11. Read words with comparative endings.
12. Give the comparative for of descriptive words.
13. Know the meaning of a possessive ending.
14. Read words with possessive endings.
15. Name the possessive form of a word.
16. Recognize that a word is a contraction.
    a. 's
    b. n't
    c. 'm
    d. 're
    e. 'll
    f. 've
    g. 'd
17. Read words that are contractions.
18. Identify and name the two words that make a specific contraction.
19. Be able to form a contraction given the two specific words.
20. Begin to become familiar with compound words.
21. Read compound words.
22. Identify the two words from which a compound word is made.
23. Combine words to form compound words.
24. Identify the meaning of using suffixes on words. (__less, __ness, __able, __ment, __or, __ion, __ist, __ous, __ive, __en, __ship, __ence, __ance)
25. Read words with suffixes.
26. Form a word with a given suffix.
27. Identify the meaning of using prefixes on words. (un__, re__, dis__, in__, non__, pre__, im__, en__)
28. Read words with prefixes.
29. Form a word with a given prefix.
30. Identify root words when given a word with an ending, prefix or suffix.
31. Be aware that words can be divided into syllables.
32. Tell how many syllables are in a word using auditory clues such as clapping.

Structural Analysis (continued)

33. Understand and use the rules for syllabicating words:
    a. divide between double consonants.
    b. divide a prefix from the root word.
    c. divide a suffix from the root word.
    d. with a compound component you divide among the word pairs.
    e. each syllable must contain a vowel.
    f. a single vowel can be a syllable.
34. Identify accented syllables.

VI. COMPREHENSION

A. Listening Comprehension and Word Meanings

1. Point to and name simple, familiar pictures.
2. Associate a word with a picture.
3. Use a word in a sentence to show its meaning.
4. Answer yes/no questions about a brief story read to him/her.
5. Answer simple who, what, where, questions about a brief story read to him/her.
6. Describe action depicted in pictures.
7. Illustrate a story or poem.
8. Pairs pictures of antonyms.
9. Identify the antonym of a given word.
10. Demonstrate the ability to name synonyms.
11. Pairs pictures of synonyms.
12. Identify the synonym of a given word.
13. Demonstrate the ability to name synonyms.
14. Pairs pictures of homonyms.
15. Identify the homonym of a given word.
16. Identify multiple meanings of given words.
17. Recognize the true meaning of a idiomatic expression.

B. Literal Comprehension

1. Associate a sentence with a picture.
2. Select a word that best fits the context of a given sentence.
3. Identify the characters of a selection.

B. Literal Comprehension (continued)

4. Find specific information in simple story.
5. Identify settings of stories.
6. Identify cause and affect in a story.
7. Perceive the direct, literal meaning of a sentence.
8. Follow written directions.

C. Reorganizational

1. Identify main idea in a story.
2. Distinguish between events that did or did not occur in a given selection.
3. Relate details to the main idea.
4. Classify information from a given selection.
5. Arrange pictures in sequence.
6. Tell a picture story in sequence.
7. Retell familiar stories in sequence.
8. Relate the sequence of events of a simple story read aloud.
9. Paraphrase a story that previously has been heard or read.
10. Construct a summary of the selection.

D. Inferential

1. Identify tone and mood of the selection.
2. Explain feelings, actions, and cause and affect of the story characters.
3. Infer the relationships among characters.
4. Predict the outcomes of specific situations.
5. Predict what might happen next in several situations.
6. Infer the main idea.
7. Complete an analogy.

E. Evaluative

1. Distinguish between stories based on fantasy and those based on reality.
2. Identify humorous elements within a selection.
3. Distinguish between fact and opinion.

E. Evaluative (continued)

4. Draw conclusions from given facts in a brief story.
5. Gather evidence to support a conclusion.

F. Literary Analysis and Appreciation

1. Awareness of the difference between nursery rhymes and fairy tales.
2. Recognize fiction. (myths, fantasies, and folktales)
3. Recognize non-fiction. (biography, news articles and editorials)
4. Recognize types of poetry.
5. Distinguish between prose and poetry.
6. Recognize plays.
7. Recognize a novel.
8. Use word clues to get meaning. (if/then, and, or, etc.)

G. Strategies

1. Use structural clues to get meanings.
2. Use context clues to find details and to get meanings.
3. Use punctuation clues to get meanings.
4. Use signals of conversation to get meanings.
5. Locate the conversation of a particular character.
6. Skim to discover organization of a selection.
7. Setting and revising purposes for reading.

VIII. GENERAL READING SKILLS

1. Recognize words with both capital and small letters at the beginning.
2. Read the months of the year and days of the week.
3. Identify and name direction words. (color, draw, print, etc.)
4. Read common signs. (go, stop, in, out, girls, boys, exit, enter, men, women, ladies, poison, walk, wait, caution, danger)
5. Read basic sight words for appropriate grade level. (Use Dolch word lists or the word lists from your basal reading series)
6. Recognize and read known sight words in various situations. (flash cards, stories, worksheets, etc.)

General Reading Skills (continued)

7. Read a passage orally for their appropriate grade level progressing from preprimer to fifth grade or beyond.
8. Begin using good reading posture.
9. Read without the aid of a marker and without pointing to the words.
10. Read aloud to reflect punctuation signals.
11. Begins to read more fluently and accurately.
12. Use voice intonations to reflect the mood of the passage.
13. Begin to restrict head movement in oral and silent reading.
14. Eliminate physical movements when reading. (lips, and head movement, vocalization)
15. Read a passage silently at their appropriate grade level.
16. Read various types of literature including poems, plays, prose, etc.)

VIII. WRITTEN LANGUAGE

A. Written Expression

1. Fill in missing words in a sentence.
2. Complete a sentence by generating original words.
3. Write personal data.
   a. first data
   b. last name
   c. age
   d. phone number
   e. middle name
4. Identify and write date.
5. Write names of mother, father, pets, and siblings.
6. Write school name.
7. Write simple greetings on a card. (i.e., Love, Greg)
8. Write address.
9. Write a statement.
10. Write an exclamation.
11. Write a question.
12. Transform questions into statements into questions and vice versa.

Written Expression (continued)

13. Takes simple written messages.
14. Write 3-4 sentence language experience story.
15. Write complete sentences as answers to comprehension questions.
16. Write short narrative paragraphs.
17. Write lists of creative words or ideas.
18. Write a short fictional story.
19. Write a simple poem.
20. Write original sentences with descriptive and figurative language.
21. Proofread and revise own written work.
22. Improve written sentences by expanding them to include more details.
23. Write original sentences that compare.
24. Construct connecting paragraphs developing a single theme with details.
25. Write short descriptive, expository, and comparison paragraphs.
26. Write a short non-fictional selection.
27. Learns to write titles such as those on books, stories, and poems.
28. Write a simple book report.
29. Write a short informational report.
30. Write a simple letter containing heading, date, greeting, body, closing and signature. (personal and business letters, thank you notes, and invitations)
31. Address an envelope using correct form.
32. Complete sentences by filling in missing subjects and predicates.
33. Write an original sentence with subject and predicate in natural order.
34. Use precise and vivid words in their writing.
35. Write an original sentence that fit a basic pattern. (N-V, N-V-N, etc.)
36. Write original sentences with dialogue.
37. Sequence sentences in appropriate order when constructing a paragraph.

Written Expression (continued)

38. Write original sentences that express a cause, a fact, or opinion, that reflect present, past, and future tense, and negative sentences.
39. Write an original sentence that is a command.
40. Improve writing techniques including the use of pronouns, combining sentences, avoiding overuse of words and varying the way sentences begin.

B. Capitalization and Punctuation

1. Use capital letters for the first word in a sentence.
2. Recognize and name punctuation marks. (period, question mark, etc.)
3. Use a period as an end mark.
4. Capitalize the word I.
5. Use capitals for peoples names.
6. Use a question mark as an end mark.
7. Use an exclamation mark.
8. Use capital letters for titles and initials.
9. Use quotation marks.
10. Use an apostrophe for contractions and possessives.
11. Use a period for abbreviations.
12. Capitalize places, buildings, and streets.
13. Capitalize months, days, special days, and events.
14. Capitalize organizations and abbreviations.
15. Use capitalization correctly in letters and envelopes.
16. Use commas for addresses, greetings, and closings.
17. Use capital letters for the first word, important words, and titles of words.
18. Use capital letters for the first word of a quotation.
19. Indents when writing paragraphs.
20. Use commas when writing the date.
21. Use a comma when writing a series.
22. Use a comma in a quote.
23. Use a comma after introductory words, and phrases. (However,...., Mostly,....)
24. Use a comma after nouns of direct address (Karin, ..., Sharon,...) and use a comma of apposition (John, the boy next door, is a friend of mine.)

C. Grammar Usage

1. Use verbs correctly in written language including subject/verb agreement, irregular past tense verbs, and irregular past participles.
2. Use adjectives and adverbs correctly in written language including regular and irregular comparative and superlative forms of adjectives and adverbs, adjectives to modify nouns, and adverbs to modify verbs.
3. Use pronouns correctly in written language including pronoun/antecedent agreement, and correct case of pronouns as subjects, as objects of verbs, after linking verbs, and as objects of prepositions.
4. Use correct word in written language when word has different spellings for different meanings. (way/weight, to/two/too, its/it's)
5. Avoids use of double subjects, double negatives, here and there, after this, that, these, those, ending question with at, and other incorrect grammar in written language.
6. Names self last in sentences in their written language.

D. Structure

1. Unscramble a group of words to make a sentence.
2. Identify parts of speech.
   a. noun
   b. action verb
   c. adjective
   d. adverb
   e. linking verb
   f. helping main verbs
   g. preposition
   h. conjunction
   i. pronoun
3. Uses noun signals. (a, an, the, this, that, these, those)
4. Distinguish common and proper nouns.
5. Recognize sentence types. (questions, commands, declarative, etc.)
6. Identify subjects and predicates. (complete, simple, incommands, in sentences with inverted order)
7. Distinguish between sentences and incomplete sentences.
8. Identify basic patterns of sentences. (N-V, N-V-N, N-LV-N, N-LV-A)

E. Spelling and Encoding

1. Write the beginning letter of a word from dictation.
2. Write the final letter of a word from dictation.
3. Can spell at least five preprimer words at an automatic level.

Spelling and Encoding (continued)

4. Can write as many different words as possible by changing the consonant sound at the beginning of the word.
5. Can put together consonant-vowel-consonant patterns to form words.
6. Spells words with sound/symbol correspondence containing short vowels.
7. Spells words with sound/symbol correspondence containing optional spellings for consonant sounds. (cup, kid, back)
8. Spells words with sound/symbol correspondence containing consonant diagraphs. (short, where)
9. Spells words with sound/symbol correspondence containing long vowels.
10. Spells words with sound/symbol correspondence containing r-controlled vowels. (her,bird)
11. Spells words with sound/symbol correspondence containing diphthongs and other variant vowel sounds. (saw, out, foot)
12. Spells words with sound/symbol correspondence containing sounds for ough. (enough, brought)
13. Spells words with sound/symbol correspondence containing silent consonants. (add, knife, edge)
14. Spells contractions.
15. Spells plurals. (-s, -es, y to i+es, y+s, o+s, o+es, and fe to v+es)
16. Spells compound words.
17. Spells possessives. (-'s and -s')
18. Spells words with vowel endings that contain no change in root word. (camping)
19. Spells words with vowel endings that contain double final consonant. (happy)
20. Spells words with vowel endings that drop final e. (hoping)
21. Spell words with vowel endings that change y to i. (prettier)
22. Spells words with vowel endings that retain y. (hurrying)
23. Spells multisyllabic words that are two-syllable words with regular sound/symbol correspondences.
24. Spells multisyllabic words that are two-syllable words with double medial consonants.
25. Spells multisyllabic words with schwa. (little, attention)
26. Spells words with prefixes and suffixes.
27. Spells homonyms.

Spelling and Encoding (continued)

28. Spells days of the week, months of the year, and their abbreviations.
29. Spells irregular, difficult, commonly misspelled, or commonly confused words.
30. Spells correctly in writing and orally at appropriate grade level.
31. Pass spelling tests with 90% proficiency.
32. Writes a simple dictated sentence.
33. Write a simple dictated paragraph.
34. Spell words as needed in spontaneous writing.
35. Use a dictionary to check the spelling of words used in spontaneous writing.

F. Handwriting

(See Fine Motor section of this curriculum)

IX. STUDY SKILLS

1. Locates and uses the parts of a book. (title, author, table of contents, page numbers, and glossary)
2. Knows that words can be arranged in alphabetical order.
3. Alphabetize according to first letter in word.
4. Alphabetize to the second letter.
5. Alphabetize words to the third letter.
6. Alphabetize to the fourth letter and beyond.
7. Locates words in an alphabetical list.
8. Skims and scans printed material to locate information.
9. Use guide words to indicate beginning and ending words on a page.
10. States the meaning and location of entry word.
11. Use the dictionary to get meaning of words.
12. Choose the correct definition for a word in a given sentence.
13. Interprets pronunciation key on the dictionary page.
14. Interprets diacritical markings found in the dictionary.
15. Locates books in the library by using sections and index numbers.
16. Uses card catalog in the library.
17. Use encyclopedias for locating information.

Study Skills (continued)

18. Is able to write a research report including the following steps:
    a. planning a report
    b. taking notes
    c. organizing information
    d. writing first draft
    e. proof reading and revising
    f. writing final draft

MATH

The function of Math for the Special Education program is to cope in a classroom and society. The Math curriculum will meet the needs of each individual/group learning situation.

The specific skills are based on a progression of increasing difficulty. The teachers' discretion based on the knowledge of the students' style of learning and areas of difficulty should be the basis of determining the order and the pace that the skills should be presented.

This should enable the child to function within the challenge of daily living to the best of his/her ability.

MATH

I. VOCABULARY

1. Recognize and name square, circle, triangle, and rectangle.
2. Recognize and name line, diamond, and oval.
3. Recognize and use the vocabulary of comparison, big and little, large and small, larger and smaller, go and stop.
4. Recognize and use the vocabulary of comparison: heavy and light, in and out, over and under, on and off, open and closed, inside and outside.
5. Recognize and use the vocabulary of comparison: top and bottom, long, short and tall, high and low, empty and full.
6. Recognize and use the vocabulary of comparison: fit, thick, thin and fat, front and back, in front of and behind, forward and backwards.
7. Recognize and use the vocabulary of comparison: all, none and some, first, last and middle, narrow and wide, away from and toward.
8. Recognize and use the vocabulary of comparison: near and far, above and below, many and few, more and less, beginning and end.
9. Recognize and use the vocabulary of comparison: through and around, fast and slow, old, young and new, shallow and deep.
10. Recognize and use the vocabulary of comparison: left and right, up and down, most and least, largest, biggest and smallest.
11. Recognize and use the vocabulary of comparison: center and corner, straight and crooked, going and coming, right of and left of others, to and from, here and there.
12. Recognize and name the symbol +. (plus)
13. Recognize and name the symbol =. (equals)
14. Recognize and name the symbol -. (minus)
15. Read the number words one through ten.
16. Read the number words eleven through fifty.
17. Recognize and name the symbols $>$ and $<$. (greater than/less than)
18. Recognize and name the symbol x. (times)
19. Recognize and name the symbol $\sqrt{\ }$. (divided by)
20. Recognize and name the symbol $\div$. (divided by)

II. NUMERATION

1. Rote count 1-5.
2. Counts objects 1-5.
3. Recognizes numerals 1-5.
4. Identifies numerals randomly 1-5.
5. Sequences numerals 1-5.
6. Writes numerals sequentially 1-5.
7. Writes numerals from dictation 1-5.
8. Demonstrates one to one correspondence.
9. Understands concept of zero.
10. Uses the concept of zero.
11. Recognize and name numeral zero.
12. Write the numeral zero.
13. Rote count 1-10.
14. Counts objects 1-10.
15. Recognizes numerals 1-10.
16. Identifies numerals randomly 1-10.
17. Sequences numerals 1-10.
18. Writes numerals sequentially 1-10.
19. Writes numerals from dictation 1-10.
20. Match the numeral with an equal number of objects 1-10.
21. Counts meaningfully in daily situations 1-10.
22. Recognize and use ordinal numbers 1st to 5th.
23. Rote count 1-20.
24. Counts objects 1-20.
25. Recognizes numerals 1-20.
26. Identifies numerals randomly 1-20.
27. Sequences numerals 1-20.
28. Writes numerals sequentially 1-20.
29. Writes numerals from dictation 1-20.
30. Recognize and use ordinal numbers 1st to 10th.
31. Rote count 1-50.
32. Recognizes numerals 1-50.
33. Identifies numerals randomly 1-50.

Numeration (continued)

34. Sequences numerals 1-50.
35. Writes numerals sequentially 1-50.
36. Writes numerals from dictation 1-50.
37. Rote count 1-100.
38. Recognizes numerals 1-100.
39. Identifies numerals randomly 1-100.
40. Sequences numerals 1-100.
41. Writes numerals sequentially 1-100.
42. Writes numerals from dictation 1-100.
43. Rote count 100-500.
44. Recognizes numerals 100-500.
45. Identifies numerals randomly 100-500.
46. Sequences numerals 100-500.
47. Writes numerals sequentially 100-500.
48. Writes numerals from dictation 100-500.
49. Rote count 500-1000.
50. Recognizes numerals 500-1000.
51. Identifies numerals randomly 500-1000.
52. Sequences numerals 500-1000.
53. Writes numerals sequentially 500-1000.
54. Writes numerals from dictation 500-1000.
55. Rote count 1000-9999.
56. Recognizes numerals 1000-9999.
57. Identifies numerals randomly 1000-9999.
58. Sequences numerals 1000-9999.
59. Writes numerals sequentially 1000-9999.
60. Writes numerals from dictation 1000-9999.

III. BASIC OPERATIONS

1. Matches equivalent groups.
2. Recognizes an empty set.
3. Matches one to one, more than, greater than, with objects.
4. Matches one to one, less than, fewer than, with objects.
5. Tell which is more, or less for sets of objects 0-10.

BASIC OPERATIONS (continued)

6. Tell which is more or less, for numerals 0-10.
7. Write the number after a given number to ten.
8. Write the number before a given number to ten.
9. Write the number after a given number to 20.
10. Write the number before a given number to 20.
11. Determine the number of objects in a set and its two smaller parts.
12. Able to compute addition facts to 5.
13. Able to compute addition facts to 10.
14. Able to compute addition facts to 18.
15. Understands place value of ones and tens.
16. Add two-digit + one-digit numerals, no carrying.
17. Add two-digits + two-digits, no carrying.
18. Understands place value of hundreds and thousands.
19. Add three-digits + three-digits, no carrying.
20. Add four-digits + three-digits, no carrying.
21. Count backwards 10-0.
22. Count backwards 20-0.
23. Compute subtraction facts to 9.
24. Compute subtraction facts to 18.
25. Subtract two-digits - one-digit, no regrouping.
26. Subtract two-digits - two-digits, no regrouping.
27. Subtract three-digits - two-digits, no regrouping.
28. Understand the use of zero in addition.
29. Add two-digits + one-digit, carrying.
30. Add two-digits + two-digits, one carrying.
31. Add three-digits + two-digits, one carrying.
32. Add three-digits + two-digits, two carryings.
33. Add three-digits + three-digits, one carrying.
34. Add three-digits + three-digits, two carryings.
35. Add three-digits + three-digits, three carryings.
36. Add four-digits + three-digits, carrying.
37. Understand the use of zero in subtraction.

Basic Operations (continued)

38. Subtract two-digits - one-digit, regrouping.
39. Subtract two-digits - two-digits, one regrouping.
40. Subtract three-digits - two-digits, one regrouping.
41. Subtract three-digits - two-digits, two regroupings.
42. Subtract three-digits - three-digits, two regroupings.
43. Subtract four-digits - three-digits, three regroupings.
44. Multiplication facts, 2's.
45. Multiplication facts, 3's.
46. Multiplication facts, 1's.
47. Multiplication facts, 0's.
48. Multiplication facts, 4's.
49. Multiplication facts, 5's.
50. Multiplication facts, 6's.
51. Multiplication facts, 7's.
52. Multiplication facts, 8's.
53. Multiplication facts, 9's.
54. Multiplication facts, 10's.
55. Divide one divisor and one dividend, no remainder.
56. Divide one divisor and two place dividend, no remainder.
57. Multiply two-digits X one-digit, no carrying.
58. Multiply two-digits X one-digit, carrying.
59. Multiply three-digits X one-digit, carrying.
60. Divide one divisor and one place dividend, remainder.
61. Divide one divisor and two place dividend, remainder.
62. Divide one divisor and three place dividend, remainder.
63. Multiply two-digits X two-digits.
64. Multiply three-digits X two-digits.
65. Multiply three-digits X three-digits.
66. Divide two divisors and two place dividend, remainder.
67. Divide two divisors and three place dividend, remainder.

IV. TIME

1. Use morning, afternoon and night to describe when daily activities occur.

TIME (continued)

2. Name five daily activities in correct sequence.
3. Recognize a clock and its function.
4. Identify the big and little hands on a clock.
5. Identify the numerals on the clock face.
6. Demonstrate which direction the clock hands move.
7. Recognize the position of the clock hands for some daily activities.
8. Identify the hands on the clock correctly as the minute hand and hour hand.
9. Tell time verbally to the hour.
10. Write the time to the hour.
11. Tell time verbally to the half-hour.
12. Write the time to the half-hour.
13. Recognize a calendar and its function.
14. Name the days of the week in order.
15. Know how many days are in a week.
16. Understand and use today, yesterday and tomorrow.
17. Name the months of the year in order.
18. Know how many days are in a month.
19. Name the four seasons.
20. Read a calendar visually by indicating the day, month, and year.
21. Tell time verbally to the quarter-hour.
22. Write the time to the quarter-hour.
23. Use a calendar to find specific days of the week or month.
24. Locate holidays on the calendar and name the month and date they fall on.
25. Tell time verbally to the five-minute interval.
26. Write the time to the five-minute interval.
27. Know how many months, days, and weeks are in one year.
28. Tell time verbally and in written form to the minute.
29. Read a written time and position the hands on the clock correctly.
30. Know how many minutes are in one hour, a ½-hour and a ¼-hour.

TIME (continued)

31. Recognize time concepts such as: 8:40 is the same as 20 minutes before 9.
32. Know how many seconds are in a minute.
33. Know how many hours are in a day.
34. Use A.M. and P.M. in correct relationship to the time of day.
35. Figure out time earlier or later when given a word problem. (30 minutes from now would be _____, 2 days from now would be _____).
36. Use and understand last night, tomorrow night, day before yesterday, day after tomorrow, last week, next week, last year and next year.

V. MONEY

1. Identify and name penny, nickel, dime and quarter.
2. Give value of penny, nickel, dime and quarter.
3. Give the value of five pennies.
4. Give the value of five nickels.
5. Give the value of five dimes.
6. Give the value of four quarters.
7. Identify and name the symbol ¢. (cents)
8. Identify and name the symbol $. (dollars)
9. Write the values of penny, nickel, dime, quarter, using the symbols.
10. Tell what coins equal ten cents.
11. Tell what coins equal twenty five cents.
12. Tell what coins equal fifty cents.
13. Identify and name half dollar and dollar bill.
14. Write the value of half dollar and dollar using the symbols.
15. Determine the value of a collection of coins to $1.00.
16. Make change from a nickel, dime, and quarter.
17. Determine the value of a collection of coins to $5.00.
18. Make change from $1.00.
19. Make change from $5.00.
20. Make change from $10.00.
21. Write a given amount using the decimal point.

VI. PROBLEM SOLVING

1. Find information from a picture.
2. Find information from a table.
3. Find information from a graph.
4. Find information in a story.
5. Find the question being asked in a given story problem.
6. Using key words, decide which operation is needed.
7. Write an addition problem.
8. Write a subtraction problem.
9. Write a multiplication problem.
10. Write a division problem.
11. Identify missing information.
12. Write the problem and give the solution.
13. Find the answers to two questions, using two operations.

VII. FRACTIONS

1. Be aware of the name fractions, using manipulatives.
2. Understand the concept of whole, half, thirds, and fourths.
3. Understand that fractional parts are of equal size.
4. Identify visually the concept 1/2, 1/3, and 1/4.
5. Write the numeral form for half, third, and fourth.
6. Indicate which fraction is largest.
7. Indicate which fraction is smallest.
8. Understand that the bottom numeral tells how many pieces into which the object is equally divided.
9. Understand that the top number tells how many pieces of the whole.
10. Identify a numerator as the top number.
11. Identify a denominator as the bottom number.
12. Identify two equivalent fractions.
13. Understand the concept of proper and improper fractions.
14. Rename improper fractions and mixed numbers.
15. Add or subtract fractions with like denominators without regrouping or renaming.

VIII. MEASUREMENT

1. Identify and name a ruler, yard stick, and meter stick.
2. Order a group of objects from shortest to longest.
3. Use inch blocks to measure a line segment.
4. Recognize and name a thermometer.
5. Recognize that the line on a thermometer will be long when it is hot and short when it is cold.
6. Demonstrate the ability to measure using a ruler to the nearest:
   a. inch
   b. half inch
   c. quarter inch
7. Recognize and name a scale.
8. Know that a scale is used to measure weight.
9. Demonstrate the ability to measure to the nearest:
   a. meter
   b. centimeter
   c. millimeter
10. Read a thermometer and use the term degrees for reporting the temperature.
11. Read a scale and use the term pounds for reporting weight.
12. Know the following conversions:
    a. one foot = 12 inches
    b. one yard = 3 feet
    c. one yard = 36 inches
    d. one mile = 5280 feet
13. Know the following conversions:
    a. one centimeter = 10 millimeters
    b. one meter = 100 centimeters
14. Relate meaning to a temperature on a thermometer.
15. Know the abbreviations for inch, foot, yard, mile, meter, centimeter, and millimeter.
16. Know the symbols for:
    a. inch - "
    b. feet - '
17. Draw a line segment to a given length.
18. Read units of measure.

MEASUREMENT (continued)

19. Demonstrate the ability to convert linear measurement (28" = 2'4").
20. Make very gross estimates of weight.
21. Find the area of a square or rectangle by covering it with inch or centimeter squares.
22. Find the perimeter of a square or rectangle.
23. Know and use the formula for finding the area of squares and rectangles (length x width).

FINE MOTOR

Fine Motor skills involve primarily activities that require manipulating objects with the hands and integrating the use of vision and other senses. Educable Mentally Handicapped students often need more direct training in these skills.

The skills in the Fine Motor Curriculum are sequentially arranged from very gross manipulative skills to the fine manipulative skills needed for penmanship. The teacher should help the student move through the sequence in the curriculum at the student's own pace, and provide activities that will teach these skills in a fun and productive manner.

FINE MOTOR

I. GENERAL EYE/FINGER/HAND MANIPULATIVE SKILLS

1. Give pointing response with forefinger.
2. Sort dissimilar objects (buttons, blocks, etc.)
3. Place basic shapes in shape sorting box.
4. Turns doorknobs, handles, etc.
5. Picks up small objects between fingers and thumb. (Pincer Grasp)
6. Assemble an inset puzzle, 3-5 pieces.
7. Turns pages of a book one at a time.
8. Build a block tower using 1 inch cubes to 10 inches high.
9. Place pegs in a pegboard.
10. Unwraps small objects. (gum, candy, etc.)
11. "Nest" or stack objects in graduated sizes.
12. Strings 1 inch beads two per minute.
13. Assemble and disassemble varying sizes of nuts and bolts.
14. Screw and unscrew a 3 inch lid on a container.
15. Assemble an inset puzzle, 6-10 pieces.
16. Imitates folding paper in half.
17. Fold a square sheet of paper in half and crease it with fingers.
18. String 1/2 inch beads two per minute.
19. Unscrew and screw a 1 inch jar lid.
20. Assemble an inset puzzle, 11-15 pieces.
21. Use a paper clip to clip two pieces of paper together.
22. Fold a square sheet of paper diagonally twice to form a triangle and crease it.
23. Sew a string through the holes in a sewing card.
24. Assemble an inset puzzle, 16-20 pieces.
25. Open and close a large safety pin.
26. Use a pencil sharpener.
27. Assemble a noninset puzzle of 12 or less pieces.
28. Use an eraser for erasing pencil marks on paper.
29. Assemble a noninset puzzle of 12-25 pieces.
30. Dial a telephone number given in writing.
31. Drive nails into soft wood.
32. Use a ruler to draw a straight line between two dots.

General Eye/Finger/Hand Manipulative Skills (continued)

33. Thread a large needle.
34. Spreads fingers touching thumb to each finger.
35. Assemble a noninset puzzle of 25-50 pieces.

II. CLAY/PASTING/PAINTING

1. Manipulate clay.
2. Pound clay.
3. Squeeze clay.
4. Pull clay apart.
5. Make flat round cakes with clay.
6. Roll a rope with clay.
7. Make balls with clay.
8. Make crude objects with clay, not always recognizable by others.
9. Make objects from clay usually recognizable by others.
10. Pastes/glues with teachers assistance.
11. Applies the correct amount of paste/glue from the container.
12. Places the paste/glue on the back side of the paper.
13. Place the pasted/glued paper on the appropriate spot.
14. Learn to use a paint brush at an easel or table.
15. Paint with whole arm strokes.
16. Paint with some wrist action or scrubbing.
17. Paint regarding process as more important than end product.
18. Paint experimenting with different strokes, brush marks and colors.
19. After painting a picture give it a name readily understandable to others.
20. Paint crude pictures usually recognizable to others.
21. Paint regarding end product as more important than process.
22. Critique his own painting.
23. Paint a picture selecting colors with care.

III. CUTTING

1. Handles scissors properly. (carefully)
2. Places scissors on fingers using the appropriate grasp.
3. Open and close scissors with movements appropriate for cutting.
4. Practice random fringing on the edge of paper. (snip or small cut)
5. Hold scissors perpendicular to surface rather than at an angle.

Cutting (continued)

6. Cut a narrow strip of paper held by a teacher:
   a. heavy lines far apart.
   b. heavy lines close together.
   c. light lines close together.
7. Hold the paper in an appropriate position for cutting with his other hand while cutting.
8. Cut a piece of paper into two pieces.
9. Cut a straight line on paper following a drawn line.
10. Move the paper while cutting for easier cutting.
11. Cuts straight lines that change directions. (⌐)
12. Cut a triangle.
13. Cut a circle.
14. Cut a curved line on paper following a drawn line.
15. Cut progressively smaller geometric shapes including:
    a. square
    b. circle
    c. triangle
    d. rectangle
    e. diamond
    f. star
16. Cut out large pictures of familiar objects.
17. Cut progressively smaller pictures of familiar objects with smooth outlines.
18. Cuts pictures from magazines.
19. Cut out more intricate pictures of familiar objects with curves and irregular outlines.
20. Cut cardboard or cloth.
21. Cuts complex forms.

IV. PRE-HANDWRITING

1. Scribbles, seldom going off page.
2. Holds crayon by fist.
3. Uses dominant hand in performing most activities.
4. Holds crayon by fingers rather than fist.
5. Makes circle in imitation.
6. Makes marks with pencil.
7. Grasps pencil or crayon correctly.
8. Makes left to right strokes.
9. Makes controlled strokes.

Pre-handwriting (continued)

10. Draw the following forms using the steps indicated:
Horizontal line and vertical line.

    a. trace with finger.
    b. trace with marker.
    c. trace on dotted line.
    d. draw with beginning and ending spots marked.
    e. complete when part is drawn.
    f. imitate drawing.
    g. copy drawing.
    h. independently draw it.

11. Color being careful to stay within lines.

12. Draw the following forms using the steps listed in #10 above:

    a. square
    b. circle
    c. cross
    d. V-Stroke
    e. triangle
    f. rectangle
    g. diamond
    h. oval
    i. star

13. Uses templates or stencils to trace.

14. Add missing part to familiar picture.

15. Draw a person increasing in complexity from two to ten plus parts.

16. Print first name using the following steps:

    a. trace with finger.
    b. trace with marker.
    c. trace on dotted line.
    d. imitate writing.
    e. copy writing.
    f. independently write it.

17. Trace upper and lower case letters with a pencil or crayon following the steps indicated:

    a. trace with finger.
    b. trace with marker.
    c. trace on dotted line.

18. Make vertical lines between writing lines.

19. Make circles between writing lines.

20. Draw a simple picture.

21. Traces then colors shapes that gradually increase in complexity of outline.

V. PENMANSHIP

1. Prints first name in correct order beginning with a capital letter:
   a. copying from an example.
   b. independently.
2. Prints first name on a line.
3. Utilizes top, middle and base line when printing first name.
4. Prints first and last name in correct order with a space between the two and with each beginning with a capital letter:
   a. copying from an example.
   b. independently.
5. Utilize top, middle and base line when printing first and last names, using left to right progression.
6. Copies each lower case letter using base line.
7. Prints lower case letters sequentially using a model.
8. Prints lower case letters sequentially without a model.
9. Prints lower case letters that are dictated.
10. Copies each upper case letter using base line.
11. Prints upper case letters sequentially using a model.
12. Prints upper case letters sequentially without a model.
13. Prints upper case letters that are dictated.
14. Writes manuscript letters accurately, neatly, and legibly within the designated lines.
15. Forms letters correctly at chalkboard and on large paper.
16. Begins to reduce the size of printing by using paper with narrower lines.
17. Uses correct writing posture.
18. Places paper correctly on desk.
19. Prints simple words:
    a. copying from the same paper.
    b. copying from another paper.
    c. copying from the chalkboard.
20. Prints simple sentences:
    a. copying from the same paper.
    b. copying from another paper.
    c. copying from the chalkboard.
21. Leave appropriate spacing between words.
22. Prints a short paragraph, copying from another paper, a book or the chalkboard, with correct spatial relationships.

Penmanship (continued)

23. Printing sample has adequate:
    a. slant
    b. size
    c. spacing
    d. formation
    e. alignment
    f. neatness
    g. line quality
24. Progress from using a primary pencil to a regular sized pencil.
25. Reproduce the capital letters of the alphabet in cursive:
    a. tracing
    b. copying
    c. independently
26. Reproduce the lower case letters of the alphabet in cursive:
    a. tracing
    b. copying
    c. independently
27. Transcribe a manuscript letter to a cursive letter.
28. Connect pairs of letters in cursive.
29. Connect all individual letters of a word in cursive.
30. Copies words in cursive:
    a. from the same paper.
    b. from another paper or book.
    c. from the chalkboard.
31. Slant his writing properly.
32. Reproduce his signature in cursive.
33. Transcribes a manuscript word into a cursive word.
34. Copies sentences in cursive with correct form:
    a. from the same paper.
    b. from another paper or book.
    c. from the chalkboard.
35. Transcribe a manuscript sentence into a cursive sentence.
36. Progress from using primary paper to using theme paper when writing in cursive.
37. Copies a small paragraph in cursive:
    a. copying from another paper or book.
    b. copying from the board.
38. Transcribes a manuscript paragraph to a cursive paragraph.
39. Progress from using a pencil to a pen.
40. Uses cursive writing consistently in daily work.

GROSS MOTOR

All Educable Mentally Handicapped students need training in developing large muscle coordination as well as training in the social experience of utilizing physical activity while participating in a group. For some students, motor-skill activities will offer a release for emotional and physical tensions and provide relaxation. For others, free exploration of body movements will provide realization of the scope of physical activity. Physical training will also provide an opportunity for extended recreational type activities within the school or community.

This sequence is based on development and age. The skills in this sequence should be the basis of an adaptive P.E. program as well as objectives to be met by the Educable Mentally Handicapped classroom teacher when appropriate. It is hoped that students will be mainstreamed into regular P.E. classes when they acquire enough of these skills to successfully participate.

GROSS MOTOR

I. STANDING

1. Bears weight on both legs when standing.
2. Stands on one foot with one hand held up.
3. Stands on either foot with one hand held up.
4. Stands on tiptoes.
5. Bends at waist to pick up object.
6. Stands on one foot for one second.
7. Stands on either foot for one second.
8. Stands on one foot for five seconds.
9. Stands on either foot for five seconds.
10. Stands on one foot for ten seconds.
11. Stands on either foot for ten seconds.
12. Stands heel to toe for five seconds.

II. WALKING

1. Walks with hands swinging at side.
2. Walks sideways to the right and left and walks backwards.
3. Walks with varied speeds taking short steps and long steps.
4. Walks stepping over a block.
5. Walks on tiptoe.
6. Walks forward heel to toe.
7. Walks on straight line.
8. Walks on a circular line.
9. Walks scissor-step on a line.
10. Walks backward toe to heel.

III. BALANCE

1. Stands on toes, heels together, stretching arms out at shoulder level.
2. Stands and maintains balance when eyes are closed.
3. Walks with one foot on the balance board and the other on the floor.

Balance (continued)

4. Walks the balance board with both hands held.
5. Stands with both feet on the balance board without assistance.
6. Attempts to walk forward on the balance board without assistance.
7. Walks balance board sideways.
8. Walks forward on balance board using hands for balance.
9. Walks the balance board with hands at sides.
10. Walks balance board heel to toe.
11. Walks balance board backward with hands at side.
12. Walks balance board backwards toe and heel.
13. Walks forward with eyes focused on a target that is in front of the balance board.

IV. PUSH - PULL

1. Pushes object with both arms.
2. Executes the pulling action.
3. Pulls self upright and holds.
4. Lifts object from the ground.
5. Does a chin-up.

V. STAIRS AND CLIMBING

1. Climbs onto objects.
2. Climbs over/under obstacles.
3. Climbs inside/outside containers.
4. Walks up/down an incline.
5. Walks up/down stairs with one hand held.
6. Walks up/down stairs holding rail.
7. Walks up/down stairs, alternating feet with one hand held.
8. Climbs a ladder of a small play toy.
9. Walks up/down stairs, alternating feet while holding rail.
10. Walks up/down stairs, carrying object in one hand and without holding rail.
11. Walks up/down stairs, carrying an object in each hand.
12. Climbs and descends steep incline.

VI. RUNNING

1. Run with no falling.
2. Run on whole foot stopping and starting.
3. Run smoothly with change of direction.
4. Alternate walking and running.
5. Runs a distance while maintaining rhythm.
6. Runs 50 yard dash in 12 to 15 seconds.
7. Run an obstacle course.

VII. JUMP/HOP/SKIP/GALLOP

A. Jump
   1. Jump off the floor with both feet.
   2. Jump ten consecutive jumps in one place.
   3. Jump forward, backwards, sideways.
   4. Broad jump increasing distances.
   5. Coordinate a running jump over a rope held off the floor.
   6. Jump rope turned by two people.
   7. Jump rope by himself.

B. Hop
   1. Hop on preferred foot, increasing number of hops.
   2. Hop on "other" foot, increasing number of hops.
   3. Hop for a distance, increasing the distance each time.
   4. Hop and alternate feet.
   5. Hop and walk.

C. Skip
   1. Stands on one foot and shifts the foot slightly.
   2. Hops on one foot.
   3. Step - hop - step pattern.
   4. Step - hop - step with rhythm.
   5. Skips alternating feet.
   6. Skips with rhythm while maintaining balance.

D. Gallop
   1. Use step - slide - step motion.

D. Gallop (continued)

2. Gallop forward.
3. Gallop and turn.
4. Change lead foot while keeping rhythm.

VIII. BALL HANDLING

A. Kicking

1. Kick a playground ball without losing balance.
2. Walk 2-3 coordinated steps and kick a playground ball.
3. Do a beginning drop kick with a playground ball.
4. Kick a moving ball.

B. Catching

1. Catch a rolled ball when seated legs apart.
2. Catch a bounced playground ball with arms and body.
3. Catch a bounced playground ball with hands and chest.
4. Catch a thrown playground ball with arms and body.
5. Catch a bounced playground ball with both hands.
6. Catch a thrown playground ball with hands and chest.
7. Catch a thrown playground ball with both hands.
8. Catch a bounced tennis ball with both hands.
9. Catch a thrown tennis ball with one hand.
10. Catch other thrown objects (beanbag, frisbee, etc.)

C. Rolling/Throwing

1. From a sitting position, roll a playground ball in a forward direction.
2. Hurl a ball forward.
3. Throw objects and follow them visually.
4. Throw a playground ball, increasing in distance.
5. Throw a tennis ball, increasing in distance.
6. Throw a variety of sizes of balls both underhand and overhand.
7. From a distance of 6 feet, toss a beanbag underhand into a wastebasket.
8. Shoot a basketball at the hoop.
9. Hit a ball with a bat (T-ball).
10. Roll a ball at a target (bowling).

D. Bouncing

1. Bounce and catch a playground ball once with both hands.
2. Bounce a playground ball 2 or more times with both hands.
3. Dribble a playground ball for 6 feet and catch it.
4. Bounce a tennis ball and catch it.

IX. TUMBLING

1. Crawl forwards and backwards.
2. Roll to the right and left with aid.
3. Somersault forward with aid.
4. Roll to the right and left without aid.
5. Somersault forward without aid.
6. Somersault backwards with aid.
7. Somersault backwards without aid.

X. WHEEL TOYS

1. Pull a wagon.
2. Rides push toy or tricycle by pushing with feet on ground.
3. Peddle a tricycle.
4. Peddle a tricycle and steer around corners.
5. Propel a wagon with one foot, riding and steering.
6. Ride a small bike with training wheels.
7. Ride a small bike without training wheels.
8. Roller skate forward.

XI. PLAYGROUND EQUIPMENT

1. Slides down a slide.
2. Swings on swing when started in motion.
3. Climbs on jungle gyms.
4. Rides on a see-saw.
5. Is able to hit a moving tether ball.

XII. RHYTHM

1. Respond to music with whole body rhythmic movements.

Rhythm (continued)

2. Respond to music by movements of separate body parts (foot - tapping, head - nodding, etc.)
3. Walk in rhythm to the music.
4. Attempt to keep rhythm to the music using hand instruments.
5. Be able to keep time with simple tunes using hand instruments.
6. March, gallop, jump, and run in rhythm and tempo with simple tunes.
7. Imitate simple rhythmic hand movements.
8. Imitate simple rhythmic foot movements.

XIII. BODY IMAGE

1. Recognize himself in a mirror, in an individual and group photograph.
2. Classify pictures of people as male or female.
3. Point to parts of his own body, first by imitation and then when asked, "Where is your_____?" for the following parts:

mouth	teeth	fingers	back	ankle
eyes	hand	thumb	knee	shoulder
nose	ears	toes	chin	jaw
feet	head	neck	fingernails	hips
hair	legs	stomach	heel	wrist
tongue	arms	chest	elbow	waist

4. Manipulate body parts in relation to objects (touch the wall with your back, put your elbow on the floor, etc.)
5. Identifies body places (front, back, sides, top, bottom).
6. Name parts of body on his own body and on a doll or another person. (Refer to above list of body parts)
7. Identify missing body parts in a picture.
8. Assemble a puzzle of a person positioning body parts correctly.
9. Describe the function of body parts.
10. Moves parts of body independently of other body parts.
11. Demonstrate accurate concepts of his own body size.

XIV. LATERALITY

1. Matches hands with pictures of own hands labeled right and left.
2. Chooses correct glove or mitten for each hand.

Laterality (continued)

3. Chooses correct shoe for each foot.
4. Follows object with eyes only as an object is moved from left to right.
5. Use the dominant hand, foot, eye to perform most activities.
6. Puts correct hand over heart while saying the Pledge of Allegiance.
7. Names left and right hand and left and right feet properly.
8. Follows verbal directions for using right and left hands and feet.
9. Makes directional body movements to commands of "left" - "right".
10. Apply the correct term "right" or "left" to the appropriate body parts.
11. Identify right and left body parts on another person or pictures.
12. Is able to cross his/her midline when performing activities.

XV. SPATIAL RELATIONSHIPS

1. Make a judgement as to whether he can fit into a given space or through an open path.
2. Move around stationary objects and mobile objects without bumping into them.
3. Demonstrate the ability to orient his total body in space.
4. Move through a simple obstacle course. (through a tunnel, over a barrel, etc.)
5. Dodge a ball thrown at him.
6. Look at a picture of a body or another person in a specific position and imitate it with his own body.
7. Manipulate objects to show spatial relationships (in, out, on, off, near, far, etc.)
8. Position his body in relation to other objects or people (stand in front of your desk, stand to the left of Peter).

XVI. GENERAL GROSS MOTOR SKILLS

1. Shows control of body in crawling, climbing, and walking.
2. Shows control when changing positions (sitting to standing etc.)
3. Shows coordination and ease in locomotor activities.

General Gross Motor Skills (continued)

4. Moves with confidence in games and contests.
5. Demonstrates good balance.
6. Hops, skips, runs on stairs with coordination.
7. Releases concentration and changes to another activity.
8. Shows emotion through facial expressions of body actions.
9. Translates visual to motor patterns with control and coordination.
10. Moves one limb at a time with control and coordination.
11. Increases physical fitness.
12. Is able to perform simple calisthenics (sit-ups, jumping jacks, etc.)

SELF HELP

The Self Help Skills Curriculum is designed to sequentially teach the Educable Mentally Handicapped students the basic skills that will help them function as independently as they can in their home, school and community. Each specific area has been sequentially developed. The curriculum should be used as a guideline and can be adapted to meet the individual needs of the students.

Many of these skills may not necessarily be taught at school. It is hoped that the students will learn the majority of these skills at home. The skills listed are provided as suggestions for students who may need training at school and for the teacher to offer sequential suggestions of skills to the parents.

SELF HELP

I. EATING AND COOKING SKILLS

1. Suck liquids through a straw.
2. Hold cup in one hand to drink, without assistance and without spilling.
3. Eat with spoon or fork held in fist.
4. Hold and use a spoon and fork held in fingers.
5. Use napkin to wipe face and mouth.
6. Use knife for spreading soft substance.
7. Use knife for simple cutting.
8. Pours liquid from large container into smaller container.
9. Prepare simple food such as dry cereal and sandwiches.
10. Independently open sandwich bags, thermoses, etc. in a sack lunch.
11. Adapt to time schedule and behavior in a lunchroom setting.
12. Know that refrigerator is cold and stove is hot.
13. Follow a simple picture recipe.
14. Washes hands well before eating or beginning food preparation.
15. Recognizes common food and tell when they are eaten.
16. Copy a correct table setting.
17. Wash and dry dishes with supervision.
18. Demonstrate good eating habits.
19. Uses good table manners.
20. Knows where kitchen utensils and supplies are kept.
21. Uses knife and fork for cutting food.
22. Understands value of three well balanced meals.
23. Can set table independently.
24. Knows which foods need cooking and which do not.
25. Knows which foods need refrigeration and which do not.
26. Can wash and dry dishes independently.
27. Can wipe-off table, counter and stove.
28. Can follow a printed recipe.
29. Can use cooking utensils when preparing a meal.
30. Can name the parts of a stove and refrigerator.
31. Can use stove with minimal supervision.

Eating and Cooking Skills (continued)

32. Understands and uses coupons.

33. Can plan a menu and compute cost of food items.

34. Knows how to measure ingredients using the following measuring cups: 1 cup, ½ cup, 1/3 cup, ¼ cup.

35. Knows how to measure ingredients using the following measuring spoons: 1 tablespoon, teaspoon, ½ teaspoon, ¼ teaspoon.

36. Knows abbreviations of standard measuring utensils (C. = cup, Tbsp. or T. = tablespoon, tsp. or t. = teaspoon, lb. = pound, oz. = ounce, gal. = gallon, qt. = quart, pt. = pint).

37. Knows common cooking direction words (bake, beat, blend, boil, broil, brown, chop, dilute, drain, fry, grease, melt, mix, pinch, preheat, simmer, stir).

38. Uses the following equivalent measurements: 4 T. = ¼ cup, 8 T. = ½ cup, 16 T. = 1 cup, 3 t. = 1 T., 2 cups = 1 pt., 4 cups = 1 qt., 2 pints = 1 qt., 4 qts. = 1 gal., 8 pts. = 1 gal., 16 cups = 1 gal., 1 stick butter = 8 T., 1 stick butter = ½ cup, 2 sticks butter = 1 cup, 4 sticks butter = 1 lb.

39. Can use electrical appliances and safety rules.

40. Can prepare a meal with minimal supervision.

II. TOILETING

1. Indicates when pants are wet or soiled.

2. Indicates need for toileting verbally or by gesture.

3. Pulls down own pants for toileting, but may need help with fasteners.

4. Urinates with verbal reminders to wipe, flush toilet and wash hands.

5. Does bowel movement in toilet with verbal reminders to wipe, flush, pull up pants and wash hands.

6. Pull up own pants after toileting, but may need help with fasteners.

7. Urinate without toileting assistance, including wiping, flushing, pulling up pants and washing hands.

8. Unfastens and fastens own clothing for toileting.

9. Arranges clothes properly after toileting (shirt tucked in, etc.)

10. Knows how to use all bathroom fixtures (faucets, locks, dispensers, urinals).

11. Totally cares for all toileting needs, including wiping, flushing the toilet, and washing hands.

III. BATHING

1. Washes hands with physical assistance.
2. Dries hands with assistance.
3. Washes hands with verbal assistance.
4. Dries hands independently.
5. Washes hands independently remembering to use soap.
6. Identifies hot and cold faucets.
7. Knows how to turn faucets on and off.
8. Washes face with physical assistance, using wash cloth and soap.
9. Dries face with assistance.
10. Washes face with verbal assistance.
11. Dries face independently.
12. Washes face independently using wash cloth and soap
13. Understands importance of bathing regularly.
14. Understands importance of washing and caring for hair.
15. Bathe with assistance.
16. Selects appropriate water temperature for washing and bathing.
17. Dries self after bathing with assistance.
18. Bathe, running water, adjusting water, using soap and wash cloth and becoming clean without assistance.
19. Dries self independently after bathing.
20. Uses the shower independently.
21. Bathes nightly or as needed without reminders.

IV. GROOMING

1. Wipe own nose when requested.
2. Brushes teeth with assistance.
3. Rinses mouth independently.
4. Covers mouth when coughing or sneezing.
5. Wipe/blow nose when needed without being told.
6. Brushes teeth independently.
7. Brushes/combs hair with assistance.
8. Brushes/combs hair independently.
9. Cleans own fingernails.

Grooming (continued)

10. Shines own shoes.
11. Uses body deodorant.
12. Can verbally give reasons for performing grooming.
13. Practices good grooming daily at an independent level.

V. CLOTHING

A. Dressing/Undressing

1. Removes socks, shoes and other footwear with assistance.
2. Removes coats, sweaters and other outerwear with assistance.
3. Removes pants and other pull down garments with assistance.
4. Removes shirt, dress and other pull over garments with assistance.
5. Undresses completely with assistance.
6. Undresses independently, only requesting assistance when needed.
7. Undresses completely without supervision.
8. Places clothing in an assigned area (locker, closet, hamper, etc.)
9. Puts on coat, sweater and other outerwear with assistance.
10. Puts on shoes, socks and other footwear with assistance.
11. Puts on shirt, dress and other pull over garments with assistance.
12. Puts on pants and other pull up garments with assistance.
13. Positions clothing correctly noting front and back of garments before attempting to put them on.
14. Turn clothing right-side-out if they are inside-out before attempting to put them on.
15. Dresses completely with assistance.
16. Dresses independently, requesting assistance when needed.
17. Dresses completely without supervision.
18. Dresses within a given amount of time.
19. Consistently puts footwear on correct feet.
20. Chooses own clothing that is appropriate for the activity or weather.

Dressing/Undressing (continued)

21. Chooses own clothing that matches.
22. Changes own clothing independently when the need arises.

B. Fastening/Unfastening

1. Untie a bow knot in shoes, hat, etc.
2. Unsnap a front snap in pants, coat, school bag, etc.
3. Unbutton front buttons on coat, shirt, sweater, etc.
4. Unzip a front, non-separating zipper in pants, boots, etc.
5. Unzip a front, separating zipper in coat, etc.
6. Unbuckle belt, shoes, boots, etc.
7. Unlace shoes, skates, etc.
8. Unfastens fasteners in the back of garments.
9. Zip a front-non-separating zipper in pants, boots, etc.
10. Snaps front snaps in pants, coat, school bag, etc.
11. Button large front buttons on coat, shirt, etc.
12. Connect and zip a front, separating zipper in coats, etc.
13. Insert belt in loops of coat, pants, etc.
14. Buckles belt, shoes, etc.
15. Buttons small front buttons in coats, shirts, etc.
16. Attempts to tie shoes, hats, etc.
17. Laces shoes, skates, etc.
18. Ties shoes, hats, etc.
19. Dresses and undresses completely at an independent level including all fastening and unfastening.

VI. HOUSEHOLD CHORES

1. Remember where objects are kept and belong.
2. Avoid simple household hazards of falls, cuts and burns.
3. Put clothing in an appropriate place after wearing it.
4. Help put things such as toys away after using them.
5. Wipe up spills using a cloth or sponge.
6. Put away toys and other materials at the appropriate time.
7. Clean up clutter from a snack or a cutting and pasting activity.

Household Chores (continued)

8. Perform household responsibilities when asked.
9. Make his/her own bed.
10. Perform assigned household duties without reminders.

SOCIAL/EMOTIONAL DEVELOPMENT

In order for the Educable Mentally Handicapped citizen to function as an effective member of the community, he needs to gain an understanding of who he is in relation to the rest of society.

The EMH curriculum affords students the opportunities to learn to get along with others, adjust appropriately to persons and events, develop relationships, have respect for laws, establish desirable traits and incorporate critical thinking. It also enables them to look at the similarities and differences between themselves and their peer group.

SOCIAL/EMOTIONAL DEVELOPMENT

I. REGARDING THE SELF

1. Can state name and age.
2. Identifies his things and things that belong to others.
3. Can identify children taller, shorter, thinner, heavier than he/she.
4. Play in one location alone.
5. Can identify times when he/she is happy and sad.
6. Can state home address and phone number.
7. Can name family members and tell 2 facts about each.
8. Verbalizes likes and dislikes.
9. Takes pride in accomplishments.
10. Continues to try after failure.
11. Attempts self-help tasks.
12. Washes self.
13. Attends to task until completion.
14. Completes task within the time limits given.
15. Can determine when he/she has completed a task.
16. Can select a partner for work or play.
17. Recognize self as a group member.
18. Can take direction from a group leader.
19. Doesn't interrupt.
20. Controls behavior in group when a change occurs.
21. Can tell what makes him/her happy, sad or angry.
22. Identifies person he/she admires and why.
23. Explains children grow at different rates.
24. Tells that body will change in physical ways.
25. Begins to understand academic limitations.
26. Upon meeting someone new, he/she will make gesture to become acquainted.
27. Identify and label pictures showing happy, sad, angry, fearful.
28. Uses descriptive words to explain moods.
29. Can explain why it's important to follow rules or laws.

Regarding the self (continued)

30. Accepts mild teasing.
31. Accepts that he/she will not excel in all areas.
32. Expect praise only for task well-done.
33. Seek attention from others politely.
34. Offers assistance.
35. Accepts losing or winning graciously.
36. Be aware of the times he/she needs help.
37. Accept responsibility for completion and quality for work.
38. Accepts help when needed.
39. Express emotions verbally rather than physically.
40. To develop to make decisions.
41. Accepts and gives compliments.
42. Takes part in conversations.
43. Admits wrong-doings.
44. Differentiate situations he/she can handle from situations when he/she may need assistance.
45. Shows pride in appearance and good grooming.
46. Displays affection appropriately.
47. Accepts strengths and limitations.
48. Accepts consequences for own actions.
49. Realizes need for self-control.
50. Talks about emotional changes associated with puberty.
51. Can explain physical changes associated with puberty.
52. Explains purpose for special education and shows understanding of why he/she is involved in special education.

II. REGARDING THE GROUP

1. Can state rules and reasons for rules.
2. Shares.
3. Takes turns.
4. Avoids tattling, name-calling.
5. Avoids using physical force.
6. Is aware of others' feelings.
7. Treats others as he/she would like to be treated.

Regarding the group (continued)

8. Develops sense of right and wrong.
9. Uses mannerly speech.
10. Keeps hands to him/herself.
11. Shows respect for authority figures.
12. Shows respect for property.
13. Explains one is responsible for own behavior.
14. Accepts different races, limitations and handicaps of others.
15. Avoids ridiculing others.
16. Develops responsibility toward care of property.
17. Doesn't always insist on his/her "own way".
18. Does own share of work within a group.
19. Recognizes role of group leader.
20. Recognizes role of group follower.
21. Recognizes cooperating behaviors within a group situation.
22. Can participate in group leisure time activities.
23. Can initiate a game during leisure time.
24. Explains why he/she should practice good grooming and health habits.
25. Seeks assistance within a group situation.
26. Fulfills requests for help from group members.
27. Accepts appropriate affection.
28. Exhibits appropriate affection.
29. Explains and practices importance of punctuality pertaining to group.
30. Asks rather than demands.
31. Shows interest in others' ideas.
32. Reacts appropriately with members of the opposite sex.
33. Realizes and explains importance of a good reputation.
34. Practices loyalty.
35. Uses manners in communicating with the group.
36. Can identify personality and character differences within a group.
37. Can explain and describe "peer pressure".
38. Can give examples of ways to handle peer pressure.

PREVOCATIONAL SKILLS

Occupational adequacy for the Educable Mentally Handicapped citizen depends upon attitude development toward having a job as well as job skills awareness.

The Educable Mentally Handicapped curriculum is designed to incorporate opportunities for students to show independence, responsibility for one's actions and an over-all understanding of behavior necessary for the world of work.

Whereas the majority of adolescents acquire concrete occupational skills through life experiences, the Educable Mentally Handicapped student requires more step-by-step instruction in order to develop these skills.

PREVOCATIONAL SKILLS

I. ATTITUDE DEVELOPMENT

1. Shares and respects property of others.
2. Gets along within a group situation.
3. Uses manners.
4. Follows rules.
5. Begins a task and follows through to the end.
6. Cleans up work area.
7. Understands the difference between work and play.
8. Realizes different people have different jobs.
9. Keeps track of belongings and puts them in appropriate place at an appropriate time.
10. Can discuss family members jobs.
11. Realizes consequences will follow for breaking rules, not respecting property of others.
12. Can gather materials needed for a task.
13. Demonstrates good disposition and cooperative attitude.
14. Recognizes personal limitations and that others have limitations.
15. Can ask questions and accept help.
16. Practices good grooming.
17. Gives reasons why people work.
18. Puts forth best effort.
19. Initiates task and follows through with minimum supervision.
20. Cooperates with others and acts upon opportunities to help them.
21. Respects authority figures.
22. Accepts criticism.
23. Explains the importance of work situations.
24. Understands all jobs are important and everyone should do their best.
25. Discuss positive and negative attitudes toward work.
26. Discuss which behaviors are acceptable/not acceptable for specific jobs.

Attitude development (continued)

27. Name behaviors and attitudes that are needed in school that would also be needed in work.
28. Assumes responsibility in group work.
29. Understand skills that would be necessary for specific jobs.
30. Understand not all people are equipped to handle all jobs.

II. SKILLS DEVELOPMENT

1. Demonstrates gross motor control.
2. Names and tells uses of classroom and household objects.
3. Follows directions.
4. Categorizes objects.
5. Works toward task completion.
6. Begins to develop skills with simple equipment (scissors, pencil).
7. Sorts objects according to color, shape, size.
8. Cleans work area.
9. Performs classroom jobs without being reminded.
10. Begins to express thoughts.
11. Verbally states personal data (name, address, phone, parents names).
12. Handles materials carefully.
13. Practices safety rules.
14. Performs task to completion.
15. Works in a group situation cooperatively.
16. Demonstrates fine motor control.
17. Attends to task for an extended period of time.
18. Signals when completed or needs help.
19. Names hand tools.
20. Expresses thoughts clearly in sentences.
21. Follows three or four step directions.
22. Uses the telephone to make calls or take messages.
23. Names three attitudes of a good worker.
24. Performs household duties.

Skills development (continued)

25. Performs classroom duties.
26. Demonstrates abilities in manipulating tools.
27. Explains different skills and knowledges are necessary for different jobs.
28. Have adequate calculation and time skills in order to keep track of his/her own time.
29. Uses school locker independently.
30. Schedule and be aware of pay schedules. Participates in jobs that may be available in the school.
31. Pays for own lunches, phone calls, and school supplies.
32. Can explain why work not done well is criticized.
33. Can perform and complete task without supervision.

III. OCCUPATIONAL AWARENESS

1. States occupations of parents and duties they perform.
2. Knows money is received for work done.
3. Can state two people besides parents who work.
4. Can state three different jobs done in school.
5. Names three different types of jobs.
6. Explains roles of family members at home.
7. Names titles and basic functions of community helpers.
8. Describes two jobs done at home and who is responsible for them.
9. Can name three businesses in the community.
10. Names three types of stores and what they sell.
11. Match a picture of an occupation with tools associated with the occupation.
12. Name jobs which the student can perform at home and state some of the responsibilities.
13. Name two ways people help each other through their work.
14. Explains different skills and knowledges are required for performing different jobs.
15. Can explain personal preferences and abilities to determine possibility of securing certain jobs.
16. Student will match work situation with pictures of different kinds of dress.
17. Discusses an occupation he/she would like to engage in and one he/she would not.

Occupational awareness (continued)

18. Can fill out uncomplicated job application form. (Differentiate between printing and signature requirements).
19. Compares job requirements as to amount of education, type of personality, talents and interests.

IV. GETTING A JOB

1. Verbally states personal data.
2. Spells personal data.
3. Introduces oneself and friends to others.
4. Role plays proper interview behavior.
   a. polite and attentive behavior
   b. shakes hand
   c. maintains eye contact
   d. is well-groomed
   e. converses appropriately
5. Practices filling out application forms.
6. Reads want ads in newspaper to locate job.
7. Applies for social security card.

SCIENCE, SOCIAL STUDIES, HEALTH

Science, social studies and health in the EMH program are generally taught as units. We find that this is a better method than teaching with traditional textbooks, since our students need an experiential, concrete approach.

All of the units listed are based on the student's observable environment.

The following topics are only suggestions for possible units. They may all be expanded or modified to fit each individual class.

I. AMERICAN HISTORY

1. Discuss rules of the classroom.
2. Participate in the Pledge of Allegiance.
3. Serve as a leader.
4. Name services provided by the community (i.e., fire and police)
5. Identify that in our country we have leaders to represent us.
6. Name the first and present president.
7. Discuss the rights of others.
8. Know the historical development of the flag and its meaning:
   a. Blue - Truth
   b. White - Purity
   c. Red - Courage
9. Know the meaning of the stars and stripes.
10. List the functions of government (i.e., making and enforcing laws)
11. Identify freedom and why we have to be responsible.
12. Become familiar with great people past and present.

II. BODY SYSTEMS

1. Knows body parts.
2. Matches 5 senses with appropriate body part.
3. Knows what makes a healthy body (rest, exercise, good diet)
4. Knows basic function of heart.
5. Knows basic function of lungs.
6. Knows basic function of bones.
7. Knows effect of smoking on body.
8. Knows effect of drugs on body.
9. Knows basic parts of digestive system.

III. CAREER EDUCATION

1. Name basic occupational fields and can give function.
2. Reflect ideas of respect for work.
3. Develop recognition of self through work.
4. Become aware of interdependence of various jobs.
5. Understands different jobs require different training.
6. Knows abilities reflect type of job acquired.

Career Education (continued)

7. Exhibits behavior appropriate for work situation.
8. Shows abilities in filling out application forms.
9. Gains insight as to where his/her job fits into scheme of World of Work.

IV. CIRCUS

1. Identify pictures of circus animals.
2. Identifies sounds of common circus animals.
3. Identify pictures of basic circus acts (clown, acrobat, juggler)
4. Identifies objects in the circus (cage, tent, etc.)

V. DUCKS

1. Know that a duck lives on water and land.
2. Know that a duck hatches from eggs.
3. Identify the process of hatching.
4. Know the important factors of caring for the eggs.
5. Know the parts of the egg:
   a. embryo
   b. air pocket
   c. membrane
   d. shell
   e. blood vessels
6. Know how to candle an egg.
7. Study the growth of the egg.
8. Identify the parts of the duck after the hatching process:
   a. bill
   b. webbed feet
   c. wings
   d. eyes
   e. ears
   f. feathers - down
9. Know the importance of the oil on the ducks feathers.

VI. FAMILY

1. Will know names of immediate family or household.
2. Will know how many sisters/brothers.
3. Will know sexes of family members.
4. Will understand age differences of family members.

Family (continued)

5. Will know responsibilities of family members.
6. Will know jobs of parents.
7. Will assume more responsibilities for jobs within home.
8. Will become aware of self as a changing person from child to teen.
9. Will show appropriate feeling toward family members.

VII. FARM

1. Knows names of farm animals.
2. Knows names of mother/baby animals.
3. Knows sounds of animals.
4. Knows what food comes from animals/plants.
5. Knows what the animals eat.
6. Knows names of buildings on a farm.
7. Knows what animal/plant a processed food comes from.
8. Knows name/function of basic farm equipment.

VIII. FOOD GROUPS/NUTRITION

1. Can name three daily meals.
2. Can name food at different meals.
3. Name four food groups and foods in each.
4. Can name vitamins, minerals.
5. Can name functions of vitamins in the body A,B,C.
6. Can name well balanced meals and snacks.
7. Can prepare well balanced meals and snacks.

IX. FIRST AID

1. Can name some people he/she can go in for help in case of an accident requiring first aid.
2. Explains when and when not to take medicines, and never to take medicine without an adult present.
3. Can wash and bandage one minor injury.
4. Can dial emergency numbers on telephone.
5. Describes first aid articles used in the home.
6. Understands the term "infection".

First Aid (continued)

7. Knows to run cold water on a burn.
8. Can name times when to leave a person alone and go get help, and times when to stay with the injured person.
9. Can name items in a first aid kit.
10. Can name prevention and safety rules.

X. MAMMALS, BIRDS, INSECTS

1. Name pictures in each category.
2. Sort pictures according to category.
3. Given a category, will name some animals in it.
4. Will give the basic characteristics that differentiate the three categories.
5. Will describe the ways animals in each category meet basic needs.

XI. MAPS

1. Recognize what a map is.
2. Be able to name how we use maps.
3. Recognize map symbols.
4. Recognize states, oceans, mountains.
5. Be able to use direction.
6. Locate towns, rivers, boarders.
7. Be able to use various maps (classroom, school, neighborhoods, city, state, country).
8. Use a map key.

XII. NEWSPAPER

1. Can explain why people read a newspaper.
2. Understands the newspaper is divided into parts.
3. Explains people read newspapers for different reasons.
4. Can state specific names of major sections of the paper. (front page, sports, comics, food)
5. Shows an understanding of the term current event.
6. Begins to understand the difference between world, national and local news.
7. Can find index and make use of it to locate information.

Newspaper (continued)

8. Can read food specials and find the items on sale.
9. Shows an understanding of the different parts of the help wanted section. Finds examples of jobs he would like, would not like, be able to do someday.

XIII. PILGRIMS AND INDIANS

1. Knows what Pilgrims and Indians live in.
2. Knows some items associated with Indians (canoe, tepee, bow)
3. Knows food associated with Thanksgiving and how it is prepared.
4. Knows basic history of Pilgrims and Indians.
5. Knows how Pilgrims-Indians hunted and prepared food.
6. Has basic concept of where tools-homes came from (canoe-birch bark, clothing-buffalo skin).
7. Will compare life styles of present day with that of Pilgrims-Indians.
8. Will do a basic weaving project.
9. Will interpret some Indian picture/sign language.

XIV. PLANTS

1. Classifies various growing things as plants.
2. Identify and name parts of a plant.
3. Can name what a plant needs to grow.
4. Can categorize objects to be living or non-living.
5. Can describe how a plant grows.
6. Understands the life cycle of a plant.
7. Can plant their own seeds and be responsible for its care.

XV. SAFETY

1. Will give name, address, and phone number.
2. Will recognize safety helpers - policemen, firemen, etc.
3. Will give and follow street crossing rules.
4. Discriminate strangers from friends and know to stay away from strangers.
5. Will recognize and explain common safety signs.
6. Will recognize a dangerous situation and know where to get help.
7. Knows and uses basic bicycle safety rules.

Safety (continued)

8. Upon hearing the school fire alarm the student will recognize its significance and be able to follow appropriate evacuation procedure.
9. Can role play proper procedure for reporting a fire or accident.

XVI. SEASONS-WEATHER-HOLIDAYS

1. Knows current season and appropriate activity.
2. Knows appropriate clothing for weather.
3. Knows some characteristic/activity with holiday.
4. Name the four seasons.
5. Knows signs of different seasons.
6. Can tell the names of months that are in each season.
7. Can tell where snow/rain come from.
8. Can name major holidays and the months they fall in.
9. Can explain how various holidays are celebrated.
10. Knows exact date for major holiday.
11. Can indicate effects of severe weather conditions.
12. Can explain how weather varies in different parts of the country.

XVII. SENSES

1. Name all five senses.
2. Name functions of each sense.
3. Recognize which sense tells us various things.
4. Use only one sense to problem solve (i.e., mystery box, taste test).
5. Will understand how loss of a sense (handicapping conditions) can effect daily living.

XVIII. SEWING

1. Complete pre-sewing activities (i.e., lacing cards).
2. Know what materials are needed; needle, thread, cloth, scissors, etc.
3. Know how to thread a needle.
4. Make a knot at the end of the thread.
5. Learn how to go in and out of the fabric on a straight line.
   a. push in-push out-pull through
   b. tie off
6. Learn how to sew on a button.

Sewing (continued)

7. Sew two pieces of fabric together.
8. Learn how to thread a sewing machine.
9. Learn how to run a sewing machine.
10. Make a small project.

XIX. SEX EDUCATION

1. Can state whether they are a boy or girl.
2. The student will be able to name three ways a person grows physically.
3. The student will be able to name body parts.
4. The student will be able to discuss and show appropriate signs of affection and modesty.
5. Students will be able to discuss the physical differences between men and women.
6. The students will be able to refer to some reproductive system parts by correct names (penis, testicles, ovaries, vagina).
7. Students will be able to discuss simple definitions of sex ed. vocabulary (menstruation, pregnant, ejaculate, erection).
8. Students will understand the process of menstruation.
9. Students will be able to discuss ways their feelings and emotions change as their bodies change.
10. Can understand the reproductive process.

XX. TELEPHONE

1. Knows that a telephone is used for talking to someone else.
2. Knows to talk into the receiver and listen from the ear piece.
3. Answers the phone and summons the appropriate person.
4. Knows how to dial or push the buttons.
5. Listen for the dial tone and ringing.
6. Knows that the telephone is used for communication/emergencies.
7. Can dial 0 and give the operator appropriate information.
8. Can converse appropriately on the telephone.
9. Identify jobs related to the telephone (i.e., operator, repairman).
10. Use of the phone book (yellow pages and white pages).

XXI. TRANSPORTATION

1. Name pictures of vehicles.

Transportation (continued)

2. Categorize pictures as vehicle/non-vehicle.
3. Categorize vehicles as land, water or air.
4. Give basic functions of various types of transportation.
5. Prepare to use public transportation:
   a. Read a train or bus schedule
   b. Necessary money skills
   c. Necessary time skills
   d. Relevant safety skills